



GVSU Internationalization Task Force
2012-13 ACE Internationalization Lab

2013 Internationalization Review

Some GVSU students are getting plenty of opportunities for global learning. Most students, however, are not getting nearly enough. That's the end result of this document, which is a summary of the many ways in which GVSU is an internationalization institution, providing for global learning for "shaping their lives, professions, and societies."

This report addresses the level and extent to which GVSU is Internationalized as a university. It is a product of the 2012-13 Internationalization (IZN) Task Force, which is participating in the national 2012-13 ACE Internationalization Lab program. The Task Force was appointed in August, 2012 by Provost Gayle Davis, in order to:

1. Conduct an inventory of the level of internationalization University-wide.
2. Develop student learning outcomes relating to global education
3. Produce recommendations as part of a strategic plan to further internationalize GVSU and advance global learning for students.

Executive Summary

The two primary audiences for this document are the Internationalization Task Force and three-person team of ACE Internationalization Lab external reviewers (due to visit GVSU in April 2014). The secondary audience is the GVSU campus community as a whole—with particular focus on faculty and staff. This document serves as a "snapshot" of how internationalized GVSU is, as an institution, in 2013. It provides the context from which the IZN Task Force's recommendations will be made for strategic internationalization. The "opportunities" sections throughout this report are meant to be a list of options for consideration by the IZN Task Force, and GVSU's strategic planning teams, for priorities of the future. One product from the group's first year of discussions comes from the Curriculum Sub-Committee, and is a definition of a globally educated student at GVSU [Please refer to Appendix 8].

What does it mean for GVSU to be "Internationalized"?

The most commonly accepted definition of "Internationalization" in a higher education context is: "The process of integrating an international/intercultural dimension into the teaching, research, and service functions of the university."¹ There have been international and

¹ J. Knight (1994). *Internationalisation: Elements & Checkpoints*. Ottawa: Canadian Bureau of Int'l. Education

intercultural dimensions of GVSU's teaching, learning, and service activities for decades, and there have been previous attempts to study and strategize Internationalization at GVSU, by task forces and their reports issued in 1994 and 2001, respectively. For the purposes of this and other reports, "IZN" will abbreviate "Internationalization."

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Global Learning as part of a Liberal Education

The General Education program at GVSU is largely crafted to attain the student learning outcomes that align with the LEAP goals generated by the Association of American Colleges & Universities (AAC&U). The connections between the two are detailed on the AACU website [<http://www.aacu.org/meetings/global/index.cfm>]:

Calls that invoke the U.S. desire to remain a "global leader" and workforce demands for collaborative understanding and skills serve as constant reminders that global learning matters greatly in the twenty-first century. Yet much more remains to be done if students' demonstrated global knowledge and engagement are to become essential to work on campuses and essential to national accountability frameworks in higher education.

How do colleges and universities ensure that a liberal education prepares students—with the help of educators, scholars, and researchers at home and around the globe—to meaningfully test their deepening knowledge and developing skills against the big, complex questions and urgent challenges that transcend boundaries and invite collaboration? How and where are students learning about the cultural and geopolitical contexts in which these urgent challenges exist? As advances in technology, communications, and trade connect people and resources across great distances, what are the concomitant implications for both personal and social responsibilities for the common good? What efforts are underway to address questions of diversity and equity as students explore contested definitions of the common good through global learning? How is the concept of “Global Commons” understood and differentiated from multiple vantage points and what is its role in global learning? And how can we leverage our efforts to articulate the theory and practice of global learning in order to reimagine the dominant—and still largely Western—structures and designs of undergraduate education?

AAC&U offers the [LEAP Principles of Excellence](#) to help campuses frame global learning to:

Aim High—and Make Excellence Inclusive

Give Students a Compass

Teach the Arts of Inquiry and Innovation

Engage the Big Questions

Connect Knowledge and Choices and Action

Foster Civic, Intercultural, and Ethical Learning

Assess Students’ Ability to Apply Learning to Complex Problems

As confirmed by the extensive employer survey, conducted by Hart Research Associates on behalf of the AAC&U,² the LEAP goals, as well as global learning goals, are desired by employers of college graduates. In addition to innovation and critical thinking skills, 96% of the polled employers rated intercultural skills as “important,” with 63% rating those skills as “very important” (p. 6).

“International” in Current Strategic Plan

The current 2010-2015 Strategic Plan clearly includes international elements, and even two specific sub-goals directly related to measures of Internationalization. International perspectives, however, are generally not central or prominent in the Strategic Plan. On page 4 of the Strategic Plan, the phrase “global perspective” is included in the institutional description of “. . . a Master’s Large public institution with a local, regional, and state commitment; a global perspective; and grounding in the tradition of liberal education.” Beyond this, however, very little is mentioned of an international or global focus for the institution, generally, or the curriculum, particularly.

² Hart Research Associates. “It takes more than a major: Employer priorities for College Learning and Student Success.” Online survey results. 10 April 2013.

http://www.aacu.org/leap/documents/2013_EmployerSurvey.pdf

Though not specifically detailed in the Strategic Plan, the Liberal Education approach for GVSU's robust General Education curriculum certainly includes global learning and international perspectives, so the IZN Task Force believes that Global Learning, as a value, is in accord with the spirit of the GVSU Strategic Plan.

Two Sub-Goals, in the section on diversity, relate to Internationalization measures:

Objective 2.5³:

Annually, the university will increase its outreach efforts in order to enhance the diversity of its student body.

Sub-objective 2.5.1: By fall 2012, the proportion of students who have graduated from a high school, or its equivalent, from a country other than the United States is at least 3% of overall enrollment annually. [Baseline 2007 Dashboard: Proportion of international students = 1.9%; 2008 Dashboard: Proportion of international students = 1.2%.]

Sub-objective 2.5.2: By 2011, at least 800 or more students participate annually in study abroad programs. [Baseline GVSU Self-Study from Barbara H. Padnos International Center data: in 2006-2007 academic year, 650 GVSU students participated in study abroad programs.]

The only other place where particular Internationalization goals or benchmarks are included is in the overall goal related to High-Impact Experiences for students:

Sub-objective 3.5.1⁴: By 2015, at least 80% of students will have the opportunity to participate in high-impact experiences: internships, co-ops, domestic and global service learning, study abroad, scholarship with faculty, learning communities, etc.





The following dashboard indicators provide a quick glance on some of the quantitative elements that relate to campus internationalization. Of course, there are qualitative factors that help flesh out any discussions of relative success in any one area, but these features are easily reportable and can be used to compare one year's totals with previous years.

GVSU's regular Accountability Report has in the past made use of "dashboard" indicators that provide a snapshot of measurable progress towards particular goals or significant data sets. Here is a snapshot on GVSU's progress in some quantitative measures of internationalization:

GVSU Internationalization Dashboard			
	2007-2008	2012-2013	Increase/Decrease in Five Years
Study Abroad Participation	561	807	 Increase of 246 Students
International Visiting Scholars	34	53	 Increase of 19 Visiting Scholars

³ GVSU Strategic Plan 2010-2015; page 14

⁴ GVSU Strategic Plan 2010-2015; page 17

International Students	281	369	 Increase of 88 International Students
University Partners Abroad	16	20	 Increase of 4 University Partnerships
Faculty Led Study Abroad Programs	14	26	 Increase of 12 Study Abroad Programs
Represented Countries at GVSU	67	82	 Increase of 15 Represented Countries

Source: Padnos International Center; assembled by Alex Bauer

Beyond the “Row of Flags”

GVSU’s commitment to Internationalization goes well beyond the symbolic but token row of international flags placed prominently in front of the GVSU campus in downtown Grand Rapids, or the former row of clocks set to different time zones in front of GVSU’s Van Andel Global Trade Center. Despite the absence of Internationalization as a central element in the current Strategic Plan, there are many important policies that reveal a solid foundation upon which international success has been built, and may serve as the infrastructure for continued growth in Internationalization. First, we will describe these policies. Next, we will identify some GVSU administrative structures and procedures related to Internationalization, which may be further examined for better efficiency or effectiveness. Finally, the diffuse sub-goals and various fragments that focus on internationalization will be collected in one place, and considered as part of a strategic internationalization plan to ensure that the global learning goals for GVSU’s students are being met.

Policies that Support Internationalization

Study Abroad Tuition

When students study abroad on programs that involve credit transfer back to a GVSU transcript, the institution misses out on “lost” tuition that instead goes to an overseas university and/or program. GVSU shows tolerance for a level of “lost” tuition revenue that leaves campus with each student pursuing term-abroad studies through affiliate institutions, direct enrollments in foreign universities, or study abroad through third-party providers. This approach has resulted in continued high participation in semester-long study abroad programs in over 40 different countries—and provides students with genuine freedom as they select the best (and often most affordable) programs that meet their academic and professional goals.

Open Study Abroad Policy

Even for programs that result in “lost” tuition revenues, GVSU does not assess any administrative fees to support study abroad programs of nearly any kind. This suggests GVSU is a rare institution with truly “open” study abroad policies. Without actually collecting tuition dollars at GVSU, the university provides advising, financial aid servicing, course evaluation,

ongoing library and email access for these study abroad students; credits are transferred for essentially no cost to individual students even if they study abroad at institutions that are not official GVSU exchange partners.⁵

Base-funded Positions

GVSU has 5 full-time Administrative and Clerical positions in PIC, tied solely to Study Abroad administration, that are fully funded by GVSU's general fund. Additionally, the Seidman College of Business dedicates a majority of the position of Special Programs Coordinator to advising SCB students on study abroad opportunities.

Faculty-Led Salaries (Study Abroad)

Faculty who teach courses as part of faculty-led study abroad programs (of up to six weeks during Spring/Summer terms) are generally paid 10% of their annual salary for each 3 credit course. Faculty leading these programs are also paid an additional in-country stipend (currently \$300/week), and a pre-departure orientation stipend (currently \$750) to do the considerable work to develop and lead these programs. This compensation, along with transportation, housing, and meal expense coverage, remains fairly generous when compared with compensation for similar work at many other institutions, where such teaching is compensated at a part-time, overload, or even adjunct pay rate. In fact, the vast majority of the institutions looked at did not provide any additional, in-country stipend for faculty leading study abroad programs, beyond the salary for teaching that particular course. We consider GVSU's approach a "best practice," though we also acknowledge that the substantial—and increasing—responsibilities on these faculty leaders deserves an increase in that \$300/week stipend, as a matter of fairness and principle.⁶

Fulbright Support

Students who apply for Fulbright Awards get comprehensive counseling and support from GVSU's Office of Fellowships. GVSU has produced at least 6 applicants for student Fulbrights in each of the past four years. Two GVSU students have been placed in that period (one to Spain and one to Russia). Nine applications are pending for the 2013-14 academic year.⁷

GVSU faculty members have received Faculty Fulbright Awards with regularity. In 2012, the three Faculty Fulbright awards earned GVSU a #2 spot in the nation for number of Faculty Fulbrights to comprehensive universities. In 2013, three more GVSU faculty were awarded Fulbrights. Seven GVSU faculty and staff have submitted applications for Fulbrights in the 2014-15 academic year. Typically, GVSU faculty conduct their Fulbright projects concurrently

⁵ This practice ended in July 2013, with the creation of a \$15-per-credit-hour fee for IS 380, the placeholder course for students spending semesters abroad with the intention of transferring study abroad credit back to their GVSU transcript. This fee amounts to about \$180 per student, per semester abroad.

⁶ Source: SECUSSA listserv review of 26 institutions; PIC contacts with 5 other MI public comprehensive universities, August 2013.

⁷ Source: Amanda Cuevas, Office of Fellowships. May 2013.

with sabbatical leaves. If a GVSU faculty member is awarded a Fulbright, that is not considered outside employment, and they retain their full benefit.

Centralized Unit for Leading Internationalization

Named the Barbara H. Padnos International Center in 2000, the PIC, as it's known on campus, supports four primary elements to campus Internationalization: outbound study abroad, inbound international student & scholar services, maintaining institutional partnerships with overseas counterparts, and faculty and staff services (including grants) that support internationalization. Prior to 2000, the Office of International Affairs (also known by other names) provided most of the same services, with the first Dean of International Education (Dr. Louis Olivier) appointed in 1994. The position of Dean of International Education was eliminated ten years later, with the university re-organization of 2004.

Campus Review/Advisory Board for International Programs

Elected representatives from each of the academic colleges, the Student Senate, and other key stakeholder groups (Modern Languages, Area Studies, and Faculty-led Program Directors) comprise the International Education Committee—a standing University committee under faculty governance. The IEC is an advisory board that reviews all prospectuses and proposals for new faculty-led programs, reviews program changes, and advises the PIC staff on its activities and practices. The Chief International Officer and Executive Director of the PIC serves as an *ex officio* member. Appendix 3, the “Guide for IEC Members,” provides additional detail and 2013-14 membership.

Areas for Further Examination

There are other policies and structures, however, that should be examined for optimization of potential growth.

Reporting Line for Chief International Officer

Prior to 2004, GVSU's Dean of International Education served as the Senior Internationalization Officer (SIO), and reported to the Provost. The position of Dean of International Education was eliminated when GVSU reorganized its Division of Academic & Student Affairs in 2004, and the Padnos International Center was folded into a new College of Interdisciplinary Studies as a non-academic service unit. The head of the Padnos International Center became an Executive Director position, with the additional title of “Chief International Officer” added in 2012.

It is unique that a university's international center such as the PIC is placed within an interdisciplinary college, and it is also unusual for the SIO of a comprehensive university of GVSU's size, scope, and mission to report to a Dean rather than the Provost. It is likewise unique, however, to have a college of interdisciplinary studies that works to advance university-wide initiatives across an entire campus (including sustainability, interdisciplinary academic programs, continuing education, and more).

Recruitment of International Students

GVSU's Office of Admissions has primary responsibility and resources for recruiting international students. While not unusual, this arrangement results in direct and close competition for resources and staff time between domestic and international student recruiting. Only one admissions staff person is dedicated primarily to international recruiting; this position, as part of the Admissions team, is also responsible for domestic student recruitment. An international student recruiting task force, with two PIC reps., the Dean of Students, the Dean of Graduate Studies, the Dean of the Interdisciplinary College, and personnel from enrollment management, admissions, records, and financial aid, meets monthly to discuss international recruitment.

This task force sent the Provost its first international recruiting plan in April 2013. In May, the Provost allocated "one-time" funds from the FY 13 budget, in order to provide additional travel funds for Admissions staff, and a part-time adjunct Admissions officer to boost the personnel time dedicated to international student recruitment. Additional allocations are expected for FY14, and the Admissions department will monitor the impact of the additional resources on international recruitment; all involved expect the resources to have a positive impact on the meeting of recruitment targets detailed in the GVSU Strategic Plan.

SEVIS processing

Created in 2002, SEVIS is the federal online tracking system for all non-immigrant student visa holders who intend to enter the USA. I-20 student visas for degree-seeking students are issued by a team of five clerical staff members in the Records Office. None of these staff members has an individual login for the SEVIS system, in order to enter and maintain data for all F-1 students at GVSU. The Primary Designated School Official (PDSO) for SEVIS is the Registrar.

Previous Internationalization Studies

The current GVSU Internationalization Task Force, appointed in Fall 2012, is the third such group charged with producing a recommendation report relating to Internationalization at GVSU. The previous recommendation projects include:

1994 Task Force.

President Don Lubbers appointed a 17-member task force, including Chair (& Provost) Glenn Niemeyer. In the final report, released in February 1994, key recommendations for the university included:

- Recruitment of more international students
- Modification of GVSU's mission statement to emphasize Internationalization
- Create a General Education requirement for all students to take a World Perspectives course
- Create an advisory board for GVSU's international education
- Create a Global Trade Center to connect GVSU with local businesses and companies

seeking resources for international business

- Establish the position of Dean of International Education, and create a centralized International Center to coordinate international education activities

All five of these key recommendations—along with several other recommendations—were accomplished. A first-ever international recruiter was hired, bringing the international student enrollment to 121 by 2000. The International Education Committee became formally recognized within GVSU faculty governance. The GVSU mission statement included the phrase “...prepare its graduates to be citizens of an increasingly global society.” The World Perspectives requirement became a part of the cultural foundations within the General Education Program, and the Van Andel Global Trade Center has grown larger as a service organization supporting import and export activities of West Michigan companies. The Padnos International Center is a central resource that supports international students, study abroad, international partnerships, and other university-wide internationalization activities.

2001 Task Force

The final report of the 16-member “Second Taskforce on the Internationalization of the University” was released on Feb. 23, 2001. President Lubbers appointed Wendy Wenner, Acting Dean of International Affairs, to convene and chair the task force. Some of the key recommendations from the 2001 group included:

- Creation of an intensive English-language institute to support international student enrollment
- Develop majors in international or global studies
- Increase international student enrollment, through more scholarships and better marketing
- Enhance services for international students, including transportation, more appropriate housing, and more programming
- International education across the curriculum, in all majors and programs
- Put additional resources into Area Studies programs, with the goal that they will become Internationally renowned, and with robust enrollment
- Provide more support and resources for faculty seeking to internationalize their teaching or particular courses.

The most important results from implementation of these recommendations is the 7-year relationship between GVSU and ELS Language Services. Likewise, international student enrollment has grown slowly but steadily, with record numbers of international students in recent years to the current 1.49% of the student body (towards strategic goal of 3%). A Global Studies major is under development, and many more resources have been invested in the Area Studies program, as is evident in that unit’s consolidation and increased base funding. Other goals—including the recommendations of “enhanced services” or “more resources” were not tied to particular outcomes and cannot be accurately measured. Most notably, the recommendation to have “International education across the curriculum” remains an unmet goal, with this current IZN task force taking this on as a primary focus.

2004 External Consultant Review

Dr. Joe Brockington, Assoc. Provost for International Programs at Kalamazoo College, was hired in 2003-04 to serve as an external reviewer of GVSU's international programs. Brockington's report, submitted to Acting Dean of International Education Wendy Wenner in March 2004, focused on structural and personnel issues relating to study abroad, international recruitment, international student services, and partnership management. Brockington recommended additional resources for these activities. Structural advice, based on Brockington's assessment of both "best practice" in the field, and GVSU particularities, included:

- Moving F Program SEVIS support and I-20 issuance under the management of the Director of International Student and Scholar Services.
- Move international student recruitment to Padnos International Center
- Development of a clear international student recruiting plan, with involvement of academic programs across campus
- Clarify the administrative structure and reporting lines for study abroad administration
- Move from Credit/No Credit for study abroad transcripts to grades

The first recommended move was not made at that time, nor was it discussed seriously as an option. There were discussions about moving the international recruiter from Admissions to PIC, but in the end all parties agreed that at GVSU, the current home for that position, is best left in Admissions.

An international recruiting plan was created by the international student recruiting task force in 2013. The reporting lines for study abroad administration have not changed. The option for study abroad students to select grade transfers from study abroad transcripts is currently under consideration, with a proposal for this option submitted to faculty governance in July 2013.

Opportunities for following up on previous recommendations:

- Further discussion within Padnos International Center and Brooks College on reporting lines for study abroad administration (e.g., have other AP staff report to a new Director position)
- Consider advantages of moving F-1 and SEVIS data processing under Director of International Student Services [common at many similar universities]
- Plan for incorporating global learning into ALL undergraduate majors at GVSU

Surveys of Students, Faculty, and Staff

To solicit input from these important on-campus stakeholder groups, the IZN Task Force conducted three surveys during the Winter 2013 semester, asking respondents to report their perceptions of various internationalization activities at GVSU. Appendices 5, 6, and 7 provide

the full text of the survey instruments for each respective target group, and frequency and cross-tabs analysis. Individual responses to open-answer questions are not shared in this document, as they have not been edited for anonymity; additionally, the responses may not be representative.

The surveys were designed with input from the IZN Task Force, the IZN sub-committees, the GVSU Statistical Consulting Center, and GVSU's Office of Institutional Analysis. Surveys were emailed to the target groups on Wed., March 27, 2013 with the deadline of Friday, April 12, 2013. The surveys were administered using *SurveyMonkey*.

Survey target	Population	N (sample size)	Number of usable responses	Return rate
Students over 18 years of age	24,600	6000, randomly selected	1767	29.5%
Faculty	1614	1614	422	26%
Staff	1288	1288	343	26.6%

For detailed results, please consult the various surveys (Appendices 5, 6, and 7). The full text of each question is presented, as well as the valid responses each option received from its respective target group.

Summary Analysis: Student Survey

- Respondents were 87% undergraduates, relatively evenly distributed among freshmen, sophomores, juniors and seniors. 11% were graduate students.
- 75% were non-transfer students, and 25% were transfer students.
- 37% were between the ages of 21 and 24 years, and 47% were 20 years old or younger.
- 65% were women, and 35% were men.
- Less than 2% were veterans, and 98% were non-veterans.
- All of the GV colleges were represented, with the most (35%) from CLAS and the least (1.4%) from BCOIS.
- 83% were raised in the US, and 17% were raised in a country other than USA.
- Since attending GVSU, about 92% have "not much" or "not at all" studied outside the US, and 8.4% have studied outside the US "somewhat" or "to a great extent."
- Regarding another language other than English, 79% use it "not much" or "not at all," while 22% use it "somewhat" or "to a great extent."
- 62% are "somewhat" or "to a great extent" aware of activities or organizations at GVSU that support internationalization, 38% are "not much" or "not at all."

Summary Analysis: Faculty Survey

- 71% of respondents have worked at GVSU for five or more years. The responses were relatively evenly distributed among 3-5 years and 1-3 years. Only 6.4 % have worked at GVSU for less than one year.
- 76% were tenure or tenure track faculty, and 11% were adjunct faculty.
- The respondents were nearly equal parts men and women.

- Less than 2% were veterans, and 98% were non-veterans.
- All of the GV colleges were represented, with the most (over 50%) from CLAS and the least (3.4%) from Nursing.
- 80% were raised in the US, and only 20% were raised in a country other than USA.
- At any level, about 54% have studied outside the US, and 45% have not studied outside the US.
- Regarding another language other than English, 43% have a “not much” or “not at all,” working knowledge while 55% have a “somewhat” or “to a great extent” working knowledge.
- 74% of respondents have traveled outside the US in the past five years “somewhat” or “to a great extent”.
- 77% believe “somewhat” or “to a great extent” that international students enhance the learning environment and only 10% are “not much” or “not at all.” 8% of respondents did not know.

Summary Analysis: Staff Survey

- Respondents were 65% Admin. Professional, with a significant drop off to COT staff at 31% and then maintenance staff at 2.6%.
- 64% were Academic and Student Affairs staff members, and 19% were Finance and Administration.
- Approximately 70% were women, and 30% were men.
- 95% were raised in the US, and 4% were raised in a country other than USA.
- About 73% have not studied outside the US at any level, and 26% have studied outside the US.
- Regarding another language other than English, 69% use it “not much” or “not at all,” while 30% use it “somewhat” or “to a great extent.”
- 83% of respondents have “not much” or “not at all” attended conferences or professional events outside of the US. Only 15% have “somewhat” or “to a great extent”.
- 98% of staff “somewhat” or “to a great extent” identify international students as enhancing the learning environment at GVSU, and 2% are “not much” or “not at all.”

The Curriculum

One of the primary objectives of the 2012-2014 GVSU IZN task force is to advance global learning across the curriculum, so that GVSU may better meet its educational mission. Our attention has focused primarily on the undergraduate curriculum, and on two areas: the General Education required of all GVSU undergraduates, and the majors programs that deliver the specialized elements of each Bachelor’s degree. Though every Bachelor’s-level student completes the 11-13 course General Education program, and at least one major and a degree cognate, there is variance in the types and frequency of exposure students have to global learning, largely dependent on their specific major and/or minor(s).

Over 20% of all GVSU students earn the B.A. degree, which indicates a level of proficiency in a foreign language, and thus a relatively advanced exposure to elements of global learning. The cutting edge ITC certificate program serves as a model for how a university might provide in-depth global learning across all majors—yet fewer than 1% of GVSU students choose to participate. The institution rates nationally in study abroad participation for Masters-level universities, yet no more than 13% of all undergraduates study abroad. The question we ask: *how will we provide ALL students with global learning opportunities?*

Inventory of GVSU courses

In 2009, the PIC and Brooks College Assoc. Dean Steve Glass conducted an analysis of GVSU courses to determine which ones had an international or intercultural focus. Reviewers divided the courses into three categories using course descriptions from catalog copy to assess if the course emphasized knowledge of or about other countries/cultures (K), proficiency or skills in a language other than English (L), or intentional development of intercultural competences to help work successfully with people of other cultures (C).

Of course, this analysis is based primarily on official course descriptions, and may not acknowledge elements of particular sections of courses—which may in fact be heavily focused on global learning. Results of the 2008-2009 inventory suggested that 12% of all course sections and total credit hours offered at GVSU focused in one, two, or all three areas (K, L, C). Because of the limited availability of staff time, only the catalog course descriptions for undergraduate courses were analyzed; a similar analysis of graduate-level courses has not yet been conducted.

The General Education (GenEd) Program

Beginning in 1989, the GVSU curriculum mandated that every student complete at least one course from Group B of the College Section in the GenEd program: a course focusing on “Foreign Culture and Multicultural Approaches.” With the revision of the General Education program in 2000, a second course was added to the universal Global Learning requirement, with the directive that all students complete two Cultures courses—one on World Perspectives and the second on U.S. Diversity. This two-course Cultures requirement remains as the current home for global learning in GVSU’s curriculum.

The robust set of current GenEd requirements mandates that every undergraduate student complete a broad range of “Foundations” courses in various disciplinary areas. Students’ exposure to global learning-focused courses varies widely, depending on the specific courses they select within each of the Foundations categories. But two elements of GVSU’s GenEd Program, the “Cultures” component and the “Issues” component, each ensure all students have exposure to global learning.

There are two categories in the “Cultures” component. Each GVSU student must complete one course focused on diversity in the United States, and one course focused on World Perspectives. The vast majority of GVSU students complete the World Perspectives course as a “double-dip”

through completion of a course in one of the Foundations that also is listed as a “World Perspectives” course.

The three primary global learning elements of World Perspectives category courses, as determined from the catalog course descriptions during the Brooks College study of curriculum internationalization are:

1. Knowledge of and about other cultures beyond the USA = **K**
2. Language competence, in a language other than English = **L**
3. Cultural competence skills, intentionally taught through immersion in cultures unfamiliar to the student = **C**

Using these three categories of global learning elements, the IZN Curriculum Committee analyzed the courses that are part of the World Perspectives (WP) requirement in General Education. The distribution of these elements across the WP sections, along with the enrollment in these courses in the 2011-12 academic year, is listed in the table below:

Discipline	Attribute Covered	Enrollment	Double dip	% of stds	No. of Attributes
ANT 204	K	1096	SBS	15%	1%
GPY 235	K	725	SBS	10%	1%
ENG 204	K	537		7%	1%
All MLL 202s		472		7%	
ANT 215	K, C	448	Historical	6%	2%
PSY 355	C	439		6%	1%
HST 204	K	389		5%	1%
PLS 103	K	314	SBS	4%	1%
HTM 175	C	215		3%	1%
ANT 315	K, C	211	theme	3%	2%
ANT 340	K, C	203	theme	3%	2%
ECO 369	K	203	Theme	3%	1%
MUS 218	K	195	arts	3%	1%
MGT 303	K, C	150	Theme	2%	2%
LIB 335	K	129	Theme	2%	1%
HST 211	K, C	123		2%	2%
PHI 210	K	107		1%	1%
AAA 200	K, C	106	SBS	1%	2%
MES 201	K	101		1%	1%
LAS 210	K, C	97	SBS	1%	2%
MGT 466	K	93	Theme	1%	1%
SOC 350	K, C	82	Theme	1%	2%
ECO 349	K, C	80	Theme	1%	2%
AAA 302	K, C	68	Theme	1%	2%
FRE 202	L, C, K	65		1%	1%
AAA 231		63		1%	
HNR 311		44		1%	

GPY 324	K, C	42	Theme	1%	2%
EAS 201	K, C	36		0%	2%
ANT 345	K	35	Theme	0%	1%
ANT 316	K, C	34	Theme	0%	2%
GPY 356		33		0%	
GER 202	K, C, L	30		0%	3%
HNR 219		26		0%	
HNR 220		26		0%	
ANT 346	K	25		0%	1%
HNR 274		25		0%	
HNR 275		25		0%	
PLS 281	K	25		0%	1%
PLS 283	K	25		0%	1%
WGS 350	K, C	22	Theme	0%	2%
ANT 370	K, C	21	Theme	0%	2%
PLS 284	K	21		0%	1%
CHI 202	L, C, K	19		0%	1%
JPN 202	L, C, K	19		0%	1%
AAA 300	K	17	Theme	0%	1%
HNR 331		16		0%	
AAA 319	K, C	14		0%	2%
BUS 301	K, C	13	Theme	0%	2%
GRK 202	K, L	13		0%	2%
PLS 382	K	13		0%	1%
PLS 385	K	13		0%	1%
ANT 360	K, C	11	Theme	0%	2%
ITA 202	L, C, K	11		0%	1%
RST 225	K, C	11		0%	2%
GPY 350	K, C	10	Theme	0%	2%
ARA 202	L, C, K	9		0%	1%
LAT 202	K, L	9		0%	2%
POL 202	K, L	8		0%	2%
HNR 300		7		0%	
GPY 352		5		0%	
RUS 202	L, C, K	4		0%	1%
Total enroll.		7241			

The table below visually represents the distribution of how GVSU students are fulfilling their WP requirement: largely through courses that “double dip” as both Social Sciences foundation credit and WP credit.

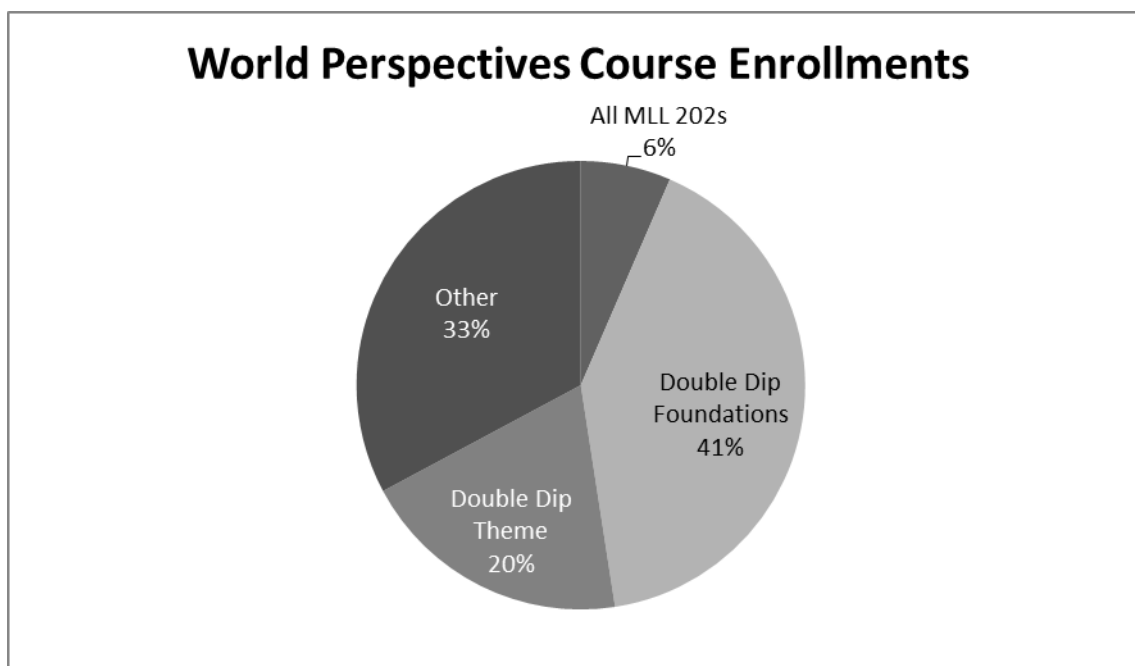


Figure 1: How students completed World Perspectives requirement in 2011-12 academic year.

The Honors College Curriculum

For the 1,300 students enrolled in the Frederick Meijer Honors College at GVSU, a 10–12 course sequence replaces the GenEd program. Most Honors students take intensive two- or four-semester sequences that focus on one world region, over time (e.g., African Civilization, The Making of Europe, or the Islamic Middle East). All Honors students complete—at minimum—a course that fulfills the university’s “World Perspectives” requirement.

GVSU Courses That Emphasize “Global Learning”

The concept of “Global Learning” has become a widely accepted goal for Liberal Education,⁸ as part of the “Shared Futures” nationwide conversations in higher education led by Association of American Colleges & Universities (AAC&U). There is no one succinct definition of global learning; rather, most often it is expressed as a set of learning outcomes across space, time, and courses. Different universities define and approach global learning differently. AAC&U’s Hovland, however, describes global learning as:

- knowledge focused by engagement with big questions
- skills practiced extensively...in the context of progressively more challenging problems, projects, and standards for performance
- personal and social responsibility anchored through active involvement with diverse communities and real-world challenges
- integrative learning demonstrated through the application of knowledge, skills, and

⁸ Hovland, Kevin. *Shared Futures: Global Learning and Liberal Education*. AAC&U Publication. 2006.

responsibilities to new settings and complex problems⁹

The IZN sub-committee on Curriculum, under the leadership of Dr. Joe Iannelli, developed a working definition for GVSU. That “Definition of a Globally Educated Student” is Appendix 8, and can be found on the IZN website.

Global Learning at GVSU may be achieved in a number of ways. Most notably, the university catalog includes a large number of courses with official descriptions that signal areas of international or intercultural focus.

Foreign Language Instruction

Students earning a Bachelor of Arts degree must complete at least three semesters of a language, signifying an elementary proficiency in that language. In winter 2012, 486 of the 2,224 undergraduate degrees conferred were Bachelor of Arts degrees (22%). Only one other degree besides the B.A. requires language proficiency: the Bachelor of Business Administration (BBA) with a major in International Business. The BBA IB major accounted for 16 or less than 1% of all undergraduate degrees in winter 2012. [Source: GVSU Office of Institutional Analysis].

Majors/Minors With International Emphases

Several GVSU major and minor programs focus entirely or mostly on international and/or intercultural concerns. The numbers of students in these degree programs include:

Program	# Winter 2012 grads.
African/African-American Studies (Minor)	1
Anthropology (B.A., B.S.)	20
Anthropology (Minor)	9
Applied Linguistics (Minor)	8
Chinese language (Minor)	6
Chinese Studies (B.A.)	6
Classics (B.A.)	5 (Winter 2013)
East Asian Studies (Minor)	6
French (B.A.)	7
French (Minor)	9
Geography & Planning (B.A., B.S.)	8
German (B.A.)	2
German (Minor)	7
International Business (B.B.A.)	16
International Business (Minor)	8
International Relations (B.A.)	27
International Relations (Minor)	5

⁹ Hovland, Kevin. “Global Learning: What is It? Who is Responsible for It?” in *Peer Review* 11 (4): Fall 2009. pp. 4-7. Italics from original article; bullet formatting not in original article.

Latin American Studies (Minor)	8
Middle East Studies (Minor)	3
Russian Studies (B.A.)	3
Russian Studies (Minor)	-
Russian language (Minor)	-
Spanish (B.A.)	21
Spanish (Minor)	54
<i>Total (of 2621 undergraduate degrees in Winter 2012)</i>	234 (9%)

Source: GVSU Office of Institutional Analysis

Other IZN Curriculum Opportunities

The Intercultural Training Certificate

The Intercultural Training Certificate (ITC) program was launched in 2010 to provide GVSU students an opportunity to develop their knowledge, skills, and attitudes to help them work more successfully with people of other cultures. The five part curriculum features the signature practicum component, in which students intentionally immerse themselves into a cultural context in which they have little/no experience—either a diverse local internship or practicum setting or via a semester-long study abroad experience. The five parts of the ITC program are:

ITC 100—Introduction to Intercultural Competence & Communication (3 cr.).

2 Core/Elective courses. From an approved list of courses that use experiential learning and practice in diverse communities. May “double-dip” with courses from student’s major or GenEd requirements (2 x 3 cr.).

ITC 490—Practicum in Intercultural Competence (1-3 cr., variable)

ITC 495—Capstone Seminar in Intercultural Competence. Students further apply theory in diverse projects relating to cultural conflict (3 cr.).

The ITC focuses on global learning to help GVSU graduates perform successfully in their jobs, most of which will involve working or living in a diverse and global environment. ITC enrollment has grown rapidly in its three-year history:

Academic Year	ITC 100 Enrollment
2010-11	5
2011-12	100
2012-13	125
2013-14 (expected)	-

Source: Dr. Regina McClinton, GVSU ITC Director

While the ITC program is available to students across every academic program, and though the growth in enrollment has been rapid, only a small percentage of the student body is participating.

Global Studies Major (In Development)

A project to create a B.A. in Global Studies will add a new major focused on global learning to GVSU's curriculum. Enrollment in the existing Area Studies minors has been relatively low. Global Studies majors will likely be required to take courses in the regional emphases provided in the minor programs (e.g., Middle East Studies, Latin American Studies). Therefore, enrollment in those programs should increase as the new major grows. The proposal for a B.A. in Global Studies is expected to be considered by the University Curriculum Committee in Winter 2014.

Academic Majors and Study Abroad

Lessons learned by best-practice leaders Central Connecticut State University and University of Minnesota show that students are much more likely to complete coursework during study abroad programs if there is support from their academic program. That support can come through:

- study abroad advising documents, detailing ideal programs, institutions, and sites for completion of the majors courses abroad
- program requirements for study abroad (or even strong encouragement)
- documents clearly showing ideal semesters for study abroad within that major (e.g., in sample four/five-year plans in the catalog)
- study abroad scholarships tailored to students in a particular major
- public support from faculty and administrators of a program
- an educated and supportive advising center staff
- inclusion of study abroad information on unit/program websites

Of 80 GVSU undergraduate programs investigated, 30 mention study abroad on the program/unit website; 25 programs include mentions of study abroad in the section on that major in the *GVSU Catalog*; and two require study abroad for students completing that bachelors degree program (Chinese Studies and International Business).¹⁰

Opportunities for Curriculum

- Review and update objectives for World Perspectives requirement, which was created in 2000 and has not really changed since
- Consider global learning requirements for all students in each undergraduate major program
- Each major develops recommended short list of ideal study abroad programs that match the specific degree programs; the list could be included in the catalog for each major
- Avenues to support/reward student participation in the Intercultural Training Certificate program should be pursued, including scholarships and integration with major requirements.

¹⁰ Padnos International Center report on Academic Programs and Study Abroad Support. July 2013.

Study Abroad Participation

GVSU is highly successful in this area of internationalization, and consistently ranks among the top 10 Masters institutions nationally for total numbers of students studying abroad. The 2011 *Open Doors Report* (IIE, 2012) lists GVSU at #10 in the category. In 20XX, GVSU ranked 8th, and it has ranked in the top ten for five of the past seven years.

An indicator of success within GVSU's Strategic Plan is that "By 2011, at least 800 or more students participate annually in study abroad programs." GVSU has met that goal, since during the 2011-12 academic year, 807 GVSU students participated in study or internship abroad activities.¹¹

The high-water mark for percentage of graduating students who have studied abroad was reached in the Dec. 2012 commencement, when 13% of the Bachelor-level graduates had formally studied abroad.

Faculty, staff, and administration have worked hard to increase the numbers of GVSU students who study abroad. Notable efforts include:

- Increases in base-funded and endowed scholarships that help students pay for study abroad. These include a \$75,000 increase to base-funded study abroad scholarships in 2002 and the creation of the Murray Scholarship in 2005. Current base-funded scholarship funding to help offset the additional travel expenses associate with study abroad is \$114,000.
- Publication of an attractive and colorful Study Abroad Catalog each year. The catalog is a popular recruiting tool for Admissions staff.
- Business and accounting practices that "cover" students' GVSU tuition bills when they select non-GVSU study abroad programs.
- Policy of "open" study abroad, such that students have over 5,000 location and host institution options.
- Curriculum support for study abroad from academic units. Students can complete the entire "Issues" component of the GenEd Program through semester-long study abroad.
- Increased interest to study abroad from current students, reflecting the national trend in increased participation from 2000 to 2008.

¹¹ Sub-objective 2.5.2. *Grand Valley State University Strategic Plan 2010-2015*, p. 14.

- Addition of XX 386 and XX 387 courses, or other designations by department, to have curricular “slots” for faculty-led study abroad courses.

GVSU Students Participating in Study Abroad

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Academic Year SA	14	18	23	28	27	30	16	21	23	18
Fall SA	21	29	56	71	85	74	95	84	68	86
Winter SA	40	57	65	77	84	99	112	104	125	105
Spring/Summer SA	40	46	64	91	157	155	121	157	108	119
Internships & Indep. Study	-	5	22	13	17	17	18	38	38	44
Faculty-led programs	215	239	245	240	254	186	205	242	252	334
Misc. short-term trips (inc. Field)							33	52	25	101
Total Independent	115	145	230	280	370	400	-	-	-	-
Total Study Abroad	330	344	475	520	624	561	600	721	639	807

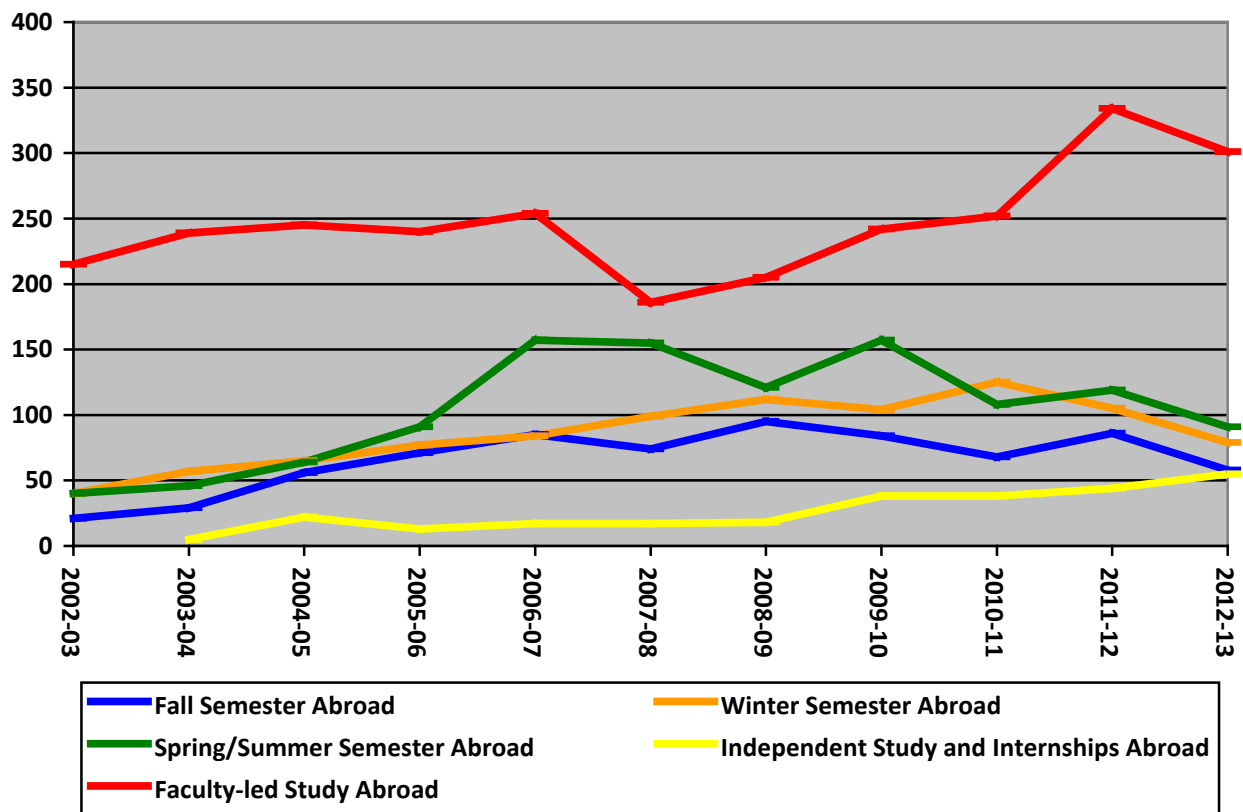
Source: Padnos International Center. Updated 1 July 2012

Faculty-led Programs

Academic Year	Number of Programs Offered	Number of Programs that actually ran	Total number of participating students
2007-08	21	14	188
2008-09	21	16	205
2009-10	23	19	242
2010-11	29	21	252
2011-12	29	26	334
2012-13	33	23	301

Source: Padnos International Center. Updated 26 Oct. 2012

The distribution of study abroad participation, across program types, shows that the most rapid growth in recent years has been in faculty-led programs and in students going abroad on their own through independent study or on internships. The line chart below tracks the growth and decline of these programs, relative to one another.



Source: Padnos International Center, August 2013

In March 2008, GVSU was awarded the sole Honorable Mention in the category of “Best Practices in Study Abroad,” in its prestigious annual competition for the Andrew Heiskell International Education Awards. The feature of GVSU’s study abroad programming which earned the attention of the judges was the steady growth in longer-term study abroad programs—the participation by students in semesters abroad (as opposed to shorter-term faculty-led programs). GVSU was the only Honorable Mention, of any category, that was invited to present at the IIE’s annual Best Practices conference at the United Nations, March 2008.

In more recent years, however, most of the growth in GVSU’s participation has been in the shorter-term, faculty-led programs. The growth in the numbers of programs has likewise kept pace with the increased demand. While critics of the faculty-led programs contend that these programs are less likely to enhance student global learning and overall independence or immersion in a host culture, there is evidence that for many students, there are gains in personal growth and intercultural competence, particularly if the students live with local host families, and if co-curricular learning activities to foster such learning are built into the program

design¹². An additional, noteworthy benefit of the faculty-led programs is revenue: participants are registering for GVSU courses and thus paying GVSU tuition.

Faculty-led Programs

The range of disciplines and destinations for GVSU's faculty-led programs has become quite diverse. Growth in the numbers of students studying in Africa has grown in particular. The 2012 Faculty-led Program offerings included:

China, Intensive Mandarin
China, Summer School
China, Social Work
China-Japan Friendship Hospital, Beijing, China
Dominican Republic, Movement Science
El Salvador, Social Work
England, International Business and Corporate Governance
France, French Language and Culture
Germany, German Language and Culture
Germany and Poland, Honors Freshman Seminar
Ghana, Honors
Ghana, Social Work
Ireland, Social Work
Italy, Hospitality and Tourism Management
Jamaica, Graduate Education
Jamaica, Hospitality and Tourism Management [canceled due to low enrollment]
Japan, Theatre and Language
Jordan, Arabic Language and Jordanian Culture
Netherlands, English Education in Maastricht
New Zealand, Eco-villages
Nicaragua, Psychology
South Africa, Biology
South Africa, Teacher Assisting
South Africa, Women and Gender Studies
Taiwan, Semester in Taiwan (2012)
Tanzania, Math Education
Turkey, History [canceled due to low enrollment]
Ukraine, Anthropology

Additional Study Abroad Data

The complete report on study abroad participation, the "Study Abroad Report for Academic Year 2011-12," also reveals some noteworthy benchmarks, including participation in study

¹² McKeown, Joshua. *The First Time Effect: The Impact of Study Abroad on College Student Intellectual Development*. Albany: SUNY Press, 2009.

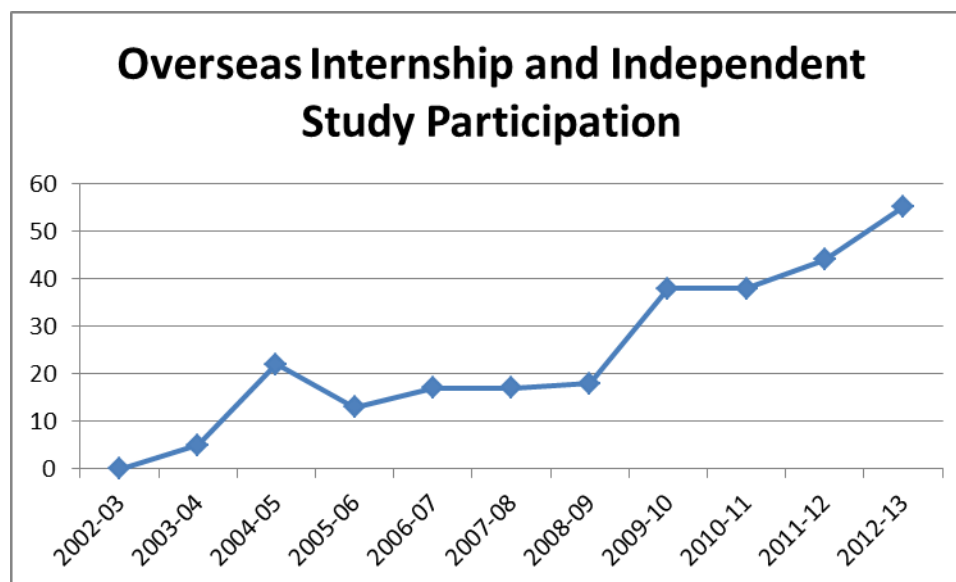
abroad by race (much better than national average for non-white students), by gender (63% of GVSU participants are female, below the national average for participation by women), and by academic standing (24% Sophomores, 38% Juniors, and 24% Seniors), and other factors.

Independent Study Abroad

More and more GVSU students pursue customized high-impact experiences abroad, outside of direct enrollment in an overseas institution or third-party provider for traditional for-credit coursework. These independent study projects are typically specific research projects, and may involve graduate-level theses research, undergraduates participating in archeological digs, science students doing field research, graduate Health Professions students completing clinical practice experience, and artists or writers conducting creative projects abroad. In order to fit the definition of Independent Study, the student must be enrolled in an appropriate XX 399 or XX 499 or other GVSU course, as appropriate, and have a designated GVSU faculty supervisor for that credit.

For undergraduate research, we have a number of students doing research abroad. Some of these students work directly with PIC, some of the work directly with OURS. Moving forward, I think there would be a wonderful opportunity to connect the two offices and provide specific information for students interested in researching abroad. We also have some students traveling abroad to do presentations, performances and exhibits through the academic conference fund. At most international travel has accounted for 10% of the grants, and the least 2% per year.

The advising on identifying suitable placements, as well as the appropriate housing, food, and transportation options while abroad, is quite time-consuming; it is resource-intense because of the customized uniqueness to each placement. The pre-departure orientation information is likewise extensive for support staff time—a challenge that is compounded by confusion among faculty across the colleges about the process for independent studies abroad, and the importance of advance planning and involvement of personnel or units at GVSU (including the Padnos International Center).



Source: Padnos International Center, August 2013

Internships Abroad

A high-impact experience that in many ways outshines a semester of study abroad is the overseas internship or practicum placement. Many GVSU students incorporate a part-time internship or practicum opportunity into their full-time studies abroad, but more and more students are seeking full-time internship opportunities outside the USA. A full-time internship is a full immersion into a particular culture and workplace sub-culture, in which the GVSU student-intern has significant work responsibilities alongside co-workers of that host culture. GVSU has four formal overseas internship programs, administered by EUSA in Dublin, Paris, and Madrid. The Paris and Madrid internships include intensive French and Spanish instruction, respectively, and the internships are conducted primarily in those languages. Unfortunately, the cost for these high-quality placements is high, with program costs for 9-week internship in Dublin at \$5870 and the 11.5-week internship in Paris at \$9120, without the GVSU tuition for the internship credit, airfare costs, and other expenses.

Auxiliary Programs

Various GVSU programs and units also create international learning opportunities for GVSU students that may not involve academic credit. Study Abroad, and the involvement of the Padnos International Center, generally means that academic credit is accrued outside the USA for transfer to a GVSU credit, as part of a GVSU degree. Still, many units recognize that high-impact learning experiences abroad may not be course- or credit-focused Study Abroad programs. Some examples of the many different auxiliary programs offered by GVSU units or organizations include:

- Varsity athletics competitions abroad, including the Women's Soccer Team (Europe, 2009) and the Men's Baseball Team (Cuba, 2012)
- Friends of Art trips, run by Galleries & Collections (typically community members who are not GVSU students)

- Student organizations, including Campus Ministry service projects, and the Rowing Team's participation in the Henley Regatta in the United Kingdom

The level of formality, and staff time allocated, to these programs varies greatly. The Padnos International Center tracks the programs about which it is aware.

Opportunities for Study Abroad

- Expanded capacity for faculty-led programs (growth area), particularly for under-served majors/programs (e.g., Engineering, Biomedical Science, Health Professions).
- More scholarships and study abroad grant funding
- Need for more affordable overseas internship opportunities for GVSU students, perhaps in Latin America or in conjunction with a GVSU partner institution

International Partnerships

GVSU has a decade-old policy and process focused on strategic development of international partnerships at the university, college, and unit levels. The policy is undergoing an update and revision in 2013, and will be completed by the Fall 2013 semester. Earlier versions of GVSU's process documents received recognition as a "best practice" for institutional process of partnership development in 2009, and was cited frequently in the Education Advisory Board's report for the University Leadership Council that year.¹³

Current University-level Partners Abroad

	Country	Institution	Year Established
1	Australia	Macquarie University (Sydney)	2006
2	Australia	Univ. of Sunshine Coast (Sippy Downs)	2005
3	Chile	Univ. del Bío-Bío (Concepción)	2011
4	China (PRC)	East China Normal Univ. (Shanghai)	1999
5	China (PRC)	Xi'an Univ. of Int'l. Studies (Xi'an)	2010
6	France	l'Ecole Superiere des Sciences Commerciales, ESSCA (Angers)	2005
7	France	l'Université Catholique de l'Ouest, UCO (Angers)	2005
8	Ghana	University of Cape Coast (Cape Coast)	2002
9	Hungary	Univ. of Debrecen (Debrecen)—STAIR	2008
10	India	Pondicherry University (Puducherry)	2012
11	Jamaica	Univ. of the West Indies, Mona Campus (Kingston)	2009
12	Japan	International Christian Univ. (Tokyo)	1975/1999

¹³ *Making the Global Vision Real: Supporting Faculty-Led Internationalization Efforts*. Washington, D.C.: The Advisory Board Company, 2009.

13	Japan	Ritsumeikan Asia Pacific Univ. (Beppu)	2008
14	Mexico	Universidad de las Américas, UDLA (Puebla)	2003
15	Norway	University of Oslo (Oslo)	2005
16	Poland	Cracow Univ. of Economics (Cracow)	1975
17	South Korea	Seoul Nat'l. Univ. of Science & Tech.	2008
18	Taiwan	National Taiwan Normal Univ. (Taipei)	2008
19	Turkey	Middle East Technical Univ. (Ankara)	2005
20	United Kingdom	Kingston University (Kingston/ Greater London)	1987

Each of the above relationships feature a student and/or faculty exchange component, and provide opportunities across all academic and support units. The above list does not include College-level or unit/program-level exchanges or partnerships; nor does it include affiliation agreements that involve one-way study abroad relationships (e.g., John Cabot University of Rome, Univ. of Deusto in Spain, and Edge Hill Univ. of the United Kingdom). A full list of those agreements can be found in the partnerships appendix.

College- and Unit-level Partnerships

Some of the academic colleges maintain exchange and partnership relationships with counterpart colleges or faculties at comprehensive institutions, or maintain exchange partnerships with professional institutions that have more focused programs which are compatible with the GVSU colleges' curricula. Seidman College of Business has several college-level relationships (e.g., Univ. of Brighton, Groupe ESC Grenoble), as does the College of Liberal Arts & Sciences (Univ. of Perugia, PHSG—Germany). A full list can be found in the partnerships appendix.

The existing process for development of these partnerships works well for all concerned—providing these programs with an opportunity to identify and focus partners that best suit their students and faculty. The challenge with these college and unit-level partnerships, however, is finding sustainable funding to make them work—for both the GVSU college or unit involved, as well as the Padnos International Center, which provides administrative support for exchange activity.

Current College/Unit-level Partners Abroad

	College/Unit	Institution	Country
1	CLAS	Pädagogische Hochschule Schwäbisch-Gmünd (PHSG)	Germany
2	CLAS	Università degli Studi di Perugia	Italy
3	CLAS	Università per Stranieri di Perugia	Italy
4	PCEC	FH Joanneum Univ. of Applied Sciences	Austria
5	PCEC	Duale Hochschule Baden-Württemberg (DHBW)	Germany
6	PCEC	Zurich Univ. of Applied Sciences (ZHAW)	Switzerland

7	SCB	Duale Hochschule Baden-Württemberg (DHBW)	Germany
8	SCB	Groupe ESC Grenoble	France
9	SCB	National Management School (NMS)	India
10	SCB	University of Brighton	United Kingdom

Dresden Administrative Exchange

The Division of Student Services at Grand Valley initiated an administrative exchange in 2001 with the *Studentenwerks Dresden* in Germany. The purpose of this exchange was to provide an opportunity for student affairs staff to visit the Studentenwerks Dresden to learn about:

- 1) German higher education
- 2) student support services provided by the Studentenwerks
- 3) German culture.

Reciprocally, the Division of Student Services hosts staff from the Studentenwerks Dresden who visit the university to learn about:

- 1) American higher education
- 2) student services at Grand Valley
- 3) American culture.

Grand Valley has sent twenty-one (21) staff to Dresden over the years and has hosted a similar number of staff from the Studentenwerks Dresden. The exchange was initiated by the Vice Provost for Student Affairs/Dean of Students and the Executive Director of the Studentenwerks Dresden after they met during a NASPA (National Association of Student Personnel Administrators) international exchange team visit to Dresden. As the university continues to encourage students to participate in study abroad programs, the Dresden Exchange has provided an international experience for numerous staff that enables them to serve as stronger advocates for the value of international experiences.

Strategies for Additional Comprehensive Partnerships

The Padnos International Center, in conjunction with the Provost and President, agree on long- and short-term strategies for additional partnerships at the institutional level. The most recent PIC Strategic Plan identified just a handful of potential areas for additional development: comprehensive partners in Southeast Asia (e.g., Indonesia), Eastern or Southern Africa (e.g., South Africa), and Russia. GVSU has generally been well-served by fewer—but deeper and broader—partnerships over time than having more partnerships with relatively less funding for activity to each one.

Collaborations Between Michigan Universities

As one tangible way to solidify the sister-state relationship between Michigan and the Shiga prefecture of Japan, Governor James Blanchard and the governor of Shiga prefecture signed the

the partnership creating the Japan Center for Michigan Universities (JCMU). It is the only area for international education and exchange in which all 15 of Michigan's public universities collaborate, and by all accounts, the study abroad center in Hikone, Japan has allowed for great experiences by many hundreds of students, faculty, and staff from Michigan to learn Japanese language and culture. The partnership has likewise provided scores of Japanese students and young professionals with study or internship experiences in Michigan. Currently, Michigan State University serves as the administrative host for JCMU in the USA. More information can be found at the JCMU website: <http://jcmu.isp.msu.edu/>

Since Fall 2012, the 15 state institutions, at the invitation of President's Council Executive Director Mike Boulus, began preliminary discussions about the viability of a joint venture in China; the project would be similar to the JCMU consortium, and would be in Michigan's sister province in PRC: Sichuan. GVSU is involved in the ongoing discussions, including representation on the steering committee.

Opportunities for International Partnerships

- Dual- and joint-degree programs
- Relatively little has been done to support research collaboration between units, programs, and individual faculty or students within these relationships
- Existing travel grants and study abroad scholarships could be tied to research projects (enhancing the high-impact experience of study abroad)
- More faculty exchange

International Student Recruitment & Enrollment

GVSU believes that increased international student enrollment is a key contributor to a diverse and global learning environment. The 2010-2015 Strategic Plan's diversity goal is that "by Fall 2012, the proportion of students who have graduated from a high school . . . from a country other than the United States is at least 3% of overall enrollment annually."¹⁴ Actual results from the Fall 2012 census reveal that GVSU was halfway towards meeting this goal: 369 of the 24,654 students were officially international students—1.49%.

The 2013 survey of faculty revealed that most (77%) GVSU faculty believe that international students enhance the learning environment "somewhat" or "to a great extent." An even higher percentage of GVSU staff (95%) believe that international students enhance the learning environment at GVSU either "somewhat" or "to a great extent."

Numbers of International Students at GVSU

Term/Census Date	Exchange Students	Degree-seeking (F-	Degree-seeking	Total Int'l. Student	% Change
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¹⁴ Sub-objective 2.5.1. *Grand Valley State University Strategic Plan 2010-2015*, pp. 13-14

	(J-visas)	1 visas)	(other visas)	Enrollment	
Fall 2009	49	229	29	307	-
Fall 2010	55	230	37	322	+ 4.8%
Fall 2011	60	239	18	317	-1.5%
Fall 2012	59	282	29	369	+ 16.4%

Updated Oct. 26, 2012. Source: Census Reports, GVSU Registrar's Office

GVSU lags behind other institutions of its kind—both in Michigan and nationally—in terms of enrollment of international students.¹⁵ The impact of a larger international percentage of the student body will be ideally on the creation of a more diverse learning environment, and that has been the primary purpose behind recruitment efforts to date.

Leadership for Int'l. Recruiting

The primary responsibility for recruiting international students at GVSU rests in the Office of Admissions. One of the six Associate Directors of Admissions (since 2007, Chris Hendree) is charged primarily with recruitment of international students.

IEDPAC, the GVSU team focusing on international student recruitment and enrollment, is another body that meets monthly to direct international student recruitment strategies, policies, and practices. It is convened by Vice Provost and Dean of Academic Services, Lynn Blue, in order to provide a wider range of perspectives and advice for international recruitment. IEDPAC membership includes:

- Vice Provost & Dean of Academic Service (Enrollment)
- Director of Admissions
- Associate Director of Admissions—Head of International Recruiting
- Director of Financial Aid
- Senior Director of Annual Giving and Alumni Relations (Univ. Development)
- Registrar
- Vice Provost/Dean of Students
- Dean of Brooks College of Interdisciplinary Studies
- Dean of Graduate Studies
- Director of International Student Services
- Executive Director, Padnos International Center

Some of the strategic decisions that have been generated or supported by the IEDPAC in recent years include:

Partnership with ELS Language Services

¹⁵ According to IIE's *Open Doors* (2012) data, for example, peer Master's institution Eastern Michigan had 1,001 international students, and St. Cloud State Univ. had 1,250 international students. Michigan State: 6,209 and UM: 6,382.

Since 2004, GVSU has partnered with ELS Language Services as a vendor to provide intensive academic English instruction on GVSU's campus. ELS Language Services is a for-profit education-focused corporation, and provides Intensive English language training programs to potential international students who usually plan to matriculate as degree-seeking students at GVSU or another institution in the USA. One of 65 campus-based sites in North America, GVSU's ELS center was housed in the CHS building downtown from 2005 to 2009, and is currently based in GVSU-rented space in a commercial building across 48th Avenue from the Allendale campus (and in other locations in/near Allendale). In August 2014, the GVSU ELS center will move into newly renovated classroom and office space in Au Sable Hall, in the academic heart of the Allendale campus. This location is expected to be a further enhancement of the GVSU-ELS partnership, with a better experience for the prospective international students and more natural integration of the ELS students into GVSU campus life and culture. Currently, only undergraduate students qualify for GVSU conditional admission with the ELS level 112 (the highest level offered).

In its April 2013 module, the ELS center had 145 students. The enrolment for the past several years has remained very strong.

Enrollment at GVSU's ELS Center

Calendar Year	ELS Full-time Equivalent Enrollment
2010	1336
2011	1661
2012	1336

Source: Nicholas Ghiglia, Grand Rapids ELS Director

The whole point of GVSU's partnership with ELS is to boost enrollment of degree-seeking international students. As the next table indicates, the ELS center is helping achieve this:

Matriculations, ELS→GVSU

Calendar Year	# of ELS students @ GVSU
2010	20
2011	25
2012	34

Source: Nicholas Ghiglia, Grand Rapids ELS Director

According to Nicholas Ghiglia, the Director of the ELS Center at GVSU, a number of students matriculate into programs at competitor institutions, including—in 2012—Ferris State University (12 students), IUPUI (9), Western Michigan (8), and GRCC (7). According to Ghiglia, the two primary reasons that ELS students are enrolling at institutions other than GVSU are that GVSU no longer accepts ELS level 112 for admission to any graduate program, and that other institutions offer academic programs unavailable at GVSU.

Update of English language Requirements

In 2010, the International Recruiting Task Force agreed on updated standardized test score requirements for English-language proficiency for applicants from nations in which English is not an official language (or for students from secondary schools with instruction in English). The 2013-14 Catalog specifies minimum scores on the TOEFL exam of 80 (Internet-based) or 550 (paper test), and 6.5 on the IELTS exam. These scores are in alignment / are consistent with GVSU's peer institutions across the USA.

ESL Task Force Report (2010)

The work of a commissioned task force to study English as a second Language (ESL) policies and practices at GVSU submitted its final report to the Provost's Office in July 2010. Chaired by English Professor Colleen Brice, the 8-member task force provided several important recommendations for the institution, relating to all students for whom English is not their native language. One finding is that many (perhaps most?) of the students for whom this is the case are not international students. Among the significant recommendations:

- Identify the number of entering students for whom English is a second language, and develop support programs to ensure that population's academic success
- Develop additional courses to support ESL student learners (especially those not identified as International students who've demonstrated proficiency for admission)

Partnerships with Select Agents

GVSU works with agents in recruiting potential students from outside the USA. It does so to market the University, its curriculum, and its degree programs to potential students in various international markets. These pay-for-services relationships are intended to increase the numbers of international students enrolled in GVSU degree programs in accordance with GVSU's strategic plan to increase the diversity and background of the student body. Hiring agents are to ensure quality applications from applicants who are specifically interested in GVSU and who have academic qualifications that will provide interested students with a reasonable opportunity at acceptance into GVSU and subsequent academic success in a particular degree program.

Since 2010, GVSU has worked with agents who demonstrate a commitment to matching students with the institutions and programs that best suit their goals and needs, and matching prepared students with an academic program in which they are likely to succeed. Agents interested in working with GVSU submit an application and are subject to review according to criteria including but not limited to:

1. Certification or legal recognition in the country in which the agency is based.
2. At least three references from universities with which the agency has worked that attest to the quality and reliability of the agency.
3. Agent familiarity with GVSU, its mission statement, and its curriculum.

As a member of the American International Recruiting Council (AIRC), GVSU prefers to work with agents who are either certified by AIRC or have applied for AIRC certification and are awaiting AIRC action on their application. The AIRC standards for certification can be found on that organization's website: www.airc-education.org

Since June 2011, agents hired by GVSU may not earn financial compensation based on the amount of a student's scholarship, grant, or other award. The verdict is still out as to whether our relationships with agents is providing a significant boost to GVSU international student recruiting. In Fall 2013, 12 applicants came through recruiting agents, up from just 2 in 2012.

Resources to Support International Recruiting

In April 2013, IEDPAC, the international student recruiting and enrollment group, submitted an International Recruitment Plan to the Provost that included priorities and requests for additional funding to support international student recruitment. The purpose of the Plan is to meet the strategic goals for the institution, and to supplement the important diversity of the learning environment. IEDPAC notes that some increased international student enrollment is an additional opportunity for out-of-state tuition revenue. The Provost approved several of the Plan's funding requests, beginning with one-time special projects funding in FY 2014, to provide:

- An adjunct AP position to allow Chris Hendree to devote his time solely to recruitment of potential international students.
- Additional travel funds to develop relationships with Education USA centers and staff, so they are more familiar with GVSU and its programs; agents, so they are more familiar with GVSU's programs; secondary schools overseas, and representation at select recruiting fairs. [EducationUSA is a U.S. Department of State-supported network of hundreds of advising centers around the world. See their website at: www.educationusa.info]
- Additional funds to bring key individuals (such as Education USA advisors and select recruiting agents) from overseas for GVSU familiarization visits.

Since the additional funding is one-time money in FY 2014, the impact on international recruiting will not be known in time for the submission of this report. Measures of success will be developed by the Admissions office to gauge the effectiveness of recent new measures and the allocation of new recruiting resources. Additionally, it is not yet clear if this one-time funding will be provided in future years or as part of the Admissions Office's annual base budget allocation.

Graduate Recruiting

The Office of Graduate Studies (OGS) has taken several steps to boost recruitment of international students into various graduate programs. In addition to the Dean of Graduate Studies participation in IEDPAC, OGS has developed an International Graduate Student Recruiting Plan, and has enhanced the Graduate Studies website to include podcasts in various

foreign languages (by GVSU faculty and staff) to appeal to potential international graduate students and their families.

Opportunities for International Recruiting

- Consider permitting graduate programs to accept qualified applicants from ELS into GVSU degree programs after the students have completed ELS level 112 (currently, they need to also complete the appropriate TOEFL level).
- Host international meetings and seminars of Education USA (and similar organizations), in partnership with other Grand Rapids-area colleges.
- Leverage overseas travel by GVSU administrators and faculty, who can incorporate recruitment-focused work into their GVSU-related trips.
- Capitalize on GVSU alumni who live outside the USA. They are ambassadors of GVSU and have access to potential students.

International Student Retention and Engagement

The purpose for international student enrollment targets in the 2010-2015 Strategic Plan is, as has been demonstrated, to increase the diversity of the learning environment—both inside classrooms and instructional labs and in extra-curricular settings and living centers across campus. This parallels statements and goals at universities across North America and in nations seeking to increase their own international student enrollments (e.g., Australia, the United Kingdom, and elsewhere). Yet relatively few institutions are able to demonstrate or measure the positive impact these international students have on the learning environment.

A Look at the Research

In Winter 2013, a GVSU Library Faculty member conducted a literature review and assembled a comprehensive bibliography of research on international student integration. Key findings from the research are:

1. That GVSU is not alone in looking for ways to maximize the learning environment through effective engagement between international and domestic students.
2. That domestic students tend not to actively seek engagement with international students
3. They generally do so only when there is an intentional (even mandatory) program in place that facilitates this engagement.
4. That the most of the leading research on the issue comes from Australia, New Zealand, and Ireland.

Retention of International Students

There is data that shows that the retention rate for international students is higher for native English speaking international students than the general GVSU student body. For comparison purposes, the general retention for First-time-in-any-College (FTIAC) students in 2011 was 81.7% and for transfer students from 2-year colleges was 77.6%.

Retention of International Students (degree-seeking; F-1 visa)

				2008-2009	2009-2010	2010-2011	2011-2012
Undergraduate	FTIAC	English Speaker	N	5	7	9	15
			Avg GPA	2.73	3.13	3.25	2.79
			Retention Rate (1st Yr)	60%	100%	100%	75%
		Non Native Speaker	N	13	20	21	25
			Avg GPA	2.97	3.02	2.67	2.61
			Retention Rate (1st Yr)	73%	92%	80%	89%
	Transfer	English Speaker	N	20	12	17	18
			Avg GPA	2.77	2.64	2.47	2.68
			Retention Rate (1st Yr)	58%	100%	55%	70%
		Non Native Speaker	N	15	16	11	12
			Avg GPA	2.79	3.06	2.75	2.74
			Retention Rate (1st Yr)	89%	73%	25%	89%
Graduate		English Speaker	N	12	20	17	19
			Avg GPA	3.72	3.51	3.15	2.8
			Retention Rate (1st Yr)	75%	87%	75%	80%
		Non Native Speaker	N	32	22	37	19
			Avg GPA	3.52	3.11	3.1	
			Retention Rate (1st Yr)	91%	76%	72%	100%

Source: Office of Institutional Analysis, 2012

Integration and Support Programs in Place

In addition to the Padnos International Center, international students are supported by a number of units and programs across campus. The students' academic advising is done through their College's advising center (undergraduates) or through their program director (graduates). Housing and Residence life, Student Employment, Student Life, the Womens Center, the LGBT Resource Center, and the Office of Multicultural Affairs all provide important resources and support for international students.

While most faculty and staff (according to the survey responses) agree that the presence of international students in the classrooms, labs, and other campus locations enhances the learning environment for all, the perception of GVSU students is less clear. What over 60% of them do, however, is engage with international students—even though fewer than 1.5% of GVSU students are international students.

Student Survey Responses:

I engage with international students in classrooms or labs . . .

	Frequency	Valid Percent
Not at all	233	13.7

Not much	449	26.5	60% engagement
Somewhat	768	45.3	
To a great extent	245	14.5	

Student Survey Responses:

I engage with international students in my living area . . .

	Frequency	Valid Percent	
Not at all	634	37.4	34% engagement
Not much	489	28.8	
Somewhat	413	24.4	
To a great extent	159	9.4	

Orientation and Support

Prior to beginning their Transitions program (undergraduates) or their program orientation (graduates), all new international students are required to participate in a three-day orientation session conducted by the Director of International Student & Scholar Services, and the Padnos International Center. The orientation is designed to provide the most critical and useful information for students new to the USA and US college campuses and academic work. The orientation includes many different components, including academic adjustment, educational support, technology at GVSU, library and research resources, campus life, and introductions to GVSU and US cultural norms.

International House

Since 2010, international students have had the option of living in an intentional community of domestic and non-US students, that has a global learning focus. Programming, and dedicated faculty advising and office hours in the residence hall provide additional support for the residents. For additional information, consult the IH website:

<http://www.gvsu.edu/internationalhouse/>

Immigration Law Support & Programming

Each semester, the PIC offers graduating international students an “OPT Fair,” to process applications for students seeking to remain in the US for additional internship, practicum, or work experience under the visa extension of Optional Practical Training. This “best practice” here at GVSU demonstrates particular support for the international student population. Additionally, the PIC arranges Curricular Practical Training support and tax completion resources (online, and multiple free consultation sessions led by a local tax preparation expert). Finally, a local immigration attorney provides at least one free session on immigration law—as arranged by the Padnos International Center.

Social Programming

Some of the many activities and events that are organized for international students include:

- A “mentor” program in which veteran domestic students—who’ve returned from at least one term-abroad experience—are paired with newly arrived international students is a highlight of the new international student orientations.
- The International Student Organization, which provides an avenue for international students to meet and connect with international students from around 80 different countries.
- An annual Thanksgiving Dinner
- Occasional programs such as winter sports outings, fall harvest outings, and bus trips to local fun centers.

New International Student Engagement Programs

The sub-committee on International Student Retention and Integration of the IZN Task Force has come up with some ideas and recommendations in this area, piloting two programs that are expected to better facilitate engagement between international students and GVSU students, faculty, and staff.

1. The “Fit the Mitt” Program

Intended to foster mutually educational relationships between GVSU faculty/staff and degree-seeking international students, the “Fit the Mitt” program will have two outcomes:

1. International students will gain advocates and allies in navigating their new home, the peninsular “Mitt” of Michigan. The relationships will grow into lasting mentorships and hopefully even friendships.
2. Faculty and Staff members will learn more about international students’ cultures, backgrounds, and home countries—providing an interesting avenue for increased intercultural competence.

The initial training session happened in July 2013, and the first pairings of international students with faculty or staff members will occur with the arrival of the new F-1 visa students in August, 2013. 50 pairs are expected to be created with this first group.

2. The P.E.E.P.S. program

Launching in Fall 2013, the P.E.E.P.S program connects international students in a peer-to-peer mentoring basis with domestic commuter students. The domestic commuter students will benefit with a richer connection to campus life, knowing an international student who is an on-campus resident. The international student will gain from domestic mentor for academic and extra-curricular success at GVSU. Expected participation in Fall 2013 is 20 pairs of students.

Career Services Support for International Students

Michigan’s Governor, Rick Snyder, has visibly led initiatives to retain the tens of thousands of international students at Michigan’s universities, as part of a statewide effort to keep the global talent here in Michigan, where it is needed. In forming the Global Talent Retention Initiative of Michigan (GTRI), Snyder wrote that:

GTRI’s mission is to connect Michigan businesses to the top international talent currently studying at our universities for consideration for internships and post-graduation employment. Michigan employers

will be able to use GTRI's resources to expand their talent pools and learn how easy it can be to hire an international student.

The message to international students who take part in GTRI events is simple: Michigan wants you! These events, conducted in collaboration with Michigan universities, will help international students acclimate to the American business culture and hiring processes.

[Source: <http://www.migtri.org/letter-governor-snyder>]

Here at GVSU, some collaboration between the Padnos International Center and the Career Center has helped groups of international students to participate in regional employment events conducted by GTRI. Beyond these efforts, and the PIC's aforementioned OPT Fairs, no concerted effort is devoted to international student career support—as different from domestic student career support.

Opportunities for International Student Retention & Engagement

- Know how many ESL students there are at GVSU (separate from Int'l. Students) and make sure they have the learning support they need to succeed (through curriculum and/or support services)
- Consider intentional connections between international and domestic students as part of Transitions program for all new freshmen students
- Consider rewards for faculty and staff who participate in the "Fit the Mitt" program
- Career Services direct support for international student employment needs—in Michigan, in the US, or employment in other nations.

Alumni Affairs

There are four primary GVSU alumni groups for international concern. The primary goals for developing connections for and with these groups are to:

- 1) foster a sense of community within these affinity groups
- 2) aid in the recruitment of international students
- 3) tap these groups as a source of contribution to various scholarships
- 4) solicit help in securing internship and employment opportunities for GVSU students and graduates

The four overlapping yet distinct affinity groups of GVSU alumni include:

1. *GVSU alumni who reside outside the USA.* These Lakers are a potential resource for recruiting international students, as well as helping to secure overseas internships and placements for current GVSU students.
2. *Alumni who were international students while at GVSU*—whether they live in the USA or have returned to their home country or reside in a third nation.

3. *Study Abroad alumni.* This affinity group largely sees their experience outside the USA, away from GVSU's Michigan campuses, as among the most enriching experiences of their time as GVSU students. They are perhaps more eager to connect with and support GVSU in relation to their identity as Study Abroad Alumni.
4. *Exchange student "alumni."* Not technically alumni at all, these students no doubt had impactful experiences during their semester- or year-long exchange study at GVSU. These individuals, primarily living outside the USA, are a resource for recruiting international students, for overseas internship placements, and other helpful connections to the GVSU community.

The most successful avenues have been made recently with group #3: Study Abroad Alumni. A formal Alumni Association has been formed, in conjunction with the GVSU Alumni Association, and a student group (recognized through the Office of Student Life) of "Study Abroad Alumni" is active with various events on campus, including assistance with Study Abroad Fairs and "welcome back" dinners. On Sept. 26, a fundraising event and reunion is being co-sponsored by the Padnos International Center and University Development; this event is targeting relatively young GVSU alumni who studied abroad as students and who have settled in West Michigan. Funds raised will go to the Murray Scholarship for Study Abroad. Finally, a twice-annual e-newsletter is sent to those on the database of Study Abroad Alumni. The OASIS system in Padnos International Center lists 3,757 known alumni who studied abroad while GVSU students (As of July 1, 2013).

Some progress is also being made in reaching out to group #1. The first-ever formal gathering for GVSU alumni outside the USA was held in Cracow, Poland, on 11 May 2013—with 16 GVSU alumni (all citizens of EU nations) met with a delegation from GVSU, led by Provost Gayle Davis. The Alumni Affairs staff is working with the Padnos International Center staff to conduct additional alumni gatherings around the world, as staff time and resources permit.

Challenges of Contacting Alumni

As of June 2013, the Alumni Affairs office's database of some 90,000 alumni had just 142 with known addresses or contact information outside the USA. This list is comprised of both US citizens and non-citizens. At the same time, the Alumni Affairs Office's database of former international students with "international student" as their affinity group had 430 non-US addresses. Neither database is complete or accurate—because alumni have not updated their own contact information. The former would be more complete if those who live in the USA changed their addresses to their current locations abroad, and the latter would be more complete if those who live in the USA or third nations, updated their contact information from when they were degree-seeking student visa holders.

Opportunities for Maximizing Connections with Alumni

- Intensify efforts to get up-to-date contact information for GVSU alumni who live outside the USA

- Find ways to help these international alumni to be connected to GVSU, and find ways to seek their support—as appropriate for various GVSU initiatives, including international student recruitment, internship placements/supervision, career advice, targeted giving
- Intensify efforts to maximize the enthusiasm of Study Abroad Alumni

International Scholars at GVSU

GVSU units host visiting scholars for various reasons and lengths of stay each year. The definition of a “visiting scholar” is a higher education professional (faculty member or administrative staff) who is visiting GVSU from outside the USA. These visits can be as short as a couple of days to as long as a full year, and are for a variety of purposes—including guest performers or artists, short-term lecturers, researchers, administrators from overseas partner institutions, and more. These visitors may or may not need visa sponsoring for immigration purposes. GVSU has data on the impact of only some of these visitors on the international education of the community. In particular, some faculty are at GVSU for semester-long visits, and have received grant funding from their home institution or home country’s government in order to support their GVSU visit. In occasional cases, the visitor is invited by a GVSU unit as an outside “expert,” such as a Fulbright Scholar or simply as a guest speaker.

Visiting Scholars @ GVSU

2004-05 academic year	13
2005-06 academic year	33
2006-07 academic year	20
2007-08 academic year	34
2008-09 academic year	37
2009-10 academic year	54
2010-11 academic year	42
2011-12 academic year	53
2012-13 academic year	50

Source: Padnos International Center

Housing for these visitors ranges, depending on length and purpose of the visit, and funding source. For medium- and long-term visitors who are here in Michigan for more than a couple weeks, housing is often a problem. If the Padnos International Center assumes primary responsibility for any of these visitors, most end up residing in the “GVSU Guest House,” a condominium owned by GVSU’s Housing Office off 40th Avenue, to the north of M-45. The distance from the Allendale campus for visitors without their own vehicles can at times hinder the pleasantness and even safety of these visits; the distance, lack of lighting, and sidewalk make it a challenge for the visitors to get safely and comfortably to the Allendale campus, and transportation access.

Opportunities for International Scholars

- More thorough integration of visiting scholars (especially those here longer than one week), so more people can learn from them [and help make guests learn more from GVSU]
- Additional communication of their availability for guest lectures to faculty across campus
- Ongoing/permanent housing option for these visitors on campus—especially from partner institutions for semester-long stays. The housing option would ideally be flexible enough to allow for accompanying faculty

Faculty and Staff

According to the GVSU Office of Human Resources, 18% of GVSU faculty can be considered “international,” that is, having had citizenship other than US citizenship. This resource of course brings an important range of experiences and perspectives to the GVSU community in general and to GVSU classrooms in particular. Fewer than 1% of GVSU staff (AP and COT) are, by contrast, international. Mostly, this difference in international background between faculty and staff can be attributable to the immigration policies of the United States, as well as the relatively high percentage of international students in PhD and other graduate programs at universities in the U.S.

The importance of having an internationally educated and prepared faculty and staff, is that that these are the individuals who influence the global learning of the students—both in and out of the classroom. Global competence among these faculty and staff is achieved through many existing programs, yet GVSU can continue to improve the resources and policies to have an even more globally educated employee base.

International Faculty and Friends (IFF)

Established in 2007, the International Faculty & Friends (IFF) program at Grand Valley State University provides university faculty and staff opportunities to build community by focusing on the countries and cultures of our planet. IFF is not formally supported by any GVSU unit, but was founded by then-Chair of the Mathematics Department, Ed Aboufadel, because of a grass-roots desire among international faculty to have a social support network for this particular sub-group of faculty. Continuing for over five years with volunteer leaders and organizers, the IFF continues to offer monthly events at which event hosts share their stories from around the world. Despite the original goals for IFF, the events are not just for faculty from other countries, but are for all faculty and staff; indeed, attendance at these events (often topping 50, at 2012-13 events) is largely non-international, with most attendees interested in learning more about their colleagues’ home nations and cultures. A number of international faculty, at the same time, still see a need for a social support network of and by people who have emigrated to the USA.

Faculty/Staff Resource Guide

The annual Faculty and Staff Resource Guide, published and distributed annually by the Padnos International Center, is a notable element of GVSU’s internationalization. Unique to

institutions like GVSU, this guide serves as tangible evidence that the institution supports internationalization. The grants available to faculty and staff are but one feature. Other elements include information on how to support international students in and out of the classroom, information on study abroad and advising about study abroad, and teaching abroad opportunities for faculty.

International Conferences

Anecdotal evidence observed by both the Faculty & Staff Development sub-committee, the Structures sub-committee, and the Co-Chairs of the Task Force, points to some dis-satisfaction among GVSU faculty with the funding available for them to present at conferences outside of North America. The “Dissemination Grant-in-Aid” awards available from the Center for Scholarly and Creative Excellence (CSCE) to support travel to conferences for presentations is capped at \$750 for international conferences (\$500 for domestic conferences). This amount is the same it was in 1997, with continued escalation of airfare and hotel costs, and conference registration fees, over that period. This situation is likewise observed by the Padnos International Center, with scores of requests each year from faculty members seeking supplemental funds for travel to these overseas professional meetings.

Tracking International Activities of Faculty

The extent to which faculty international activity is acknowledged, rewarded, or tracked, varies across the Colleges. Some Colleges maintain databases that include or even highlight international activity. The College of Community and Public Service, for example, has a detailed list of global activity by its faculty that runs 217 pages in length (as of August 2013). Global teaching, research, or service by CCPS faculty ranges from work with the annual Cannes Film Festival in France (Janes) to work with a local Sudanese Womens Group (Imongi) to teaching seminars for emergency personnel in a U.K. municipality (Kingshott).

The online *Digital Measures* system provides the capability for Colleges to create a field for all faculty to include international activity, but at present only Seidman College of Business does this—in order to determine international publications.

Research Collaboration

This is an area of potential growth and development. There is little to nothing that GVSU intentionally provides to support or reward research collaboration between GVSU faculty and overseas counterparts, aside from about 6 “Faculty/Staff Exchange Grants” available through the PIC each year. These grants support travel to, or travel from, in the case of invited counterparts, comprehensive partner universities. International research cooperation certainly exists on the individual faculty level, but prior to the 2013 survey no data on this has been collected in a comprehensive manner. Currently, research activity with international counterparts is not acknowledged or rewarded any differently than research conducted with locally based colleagues.

A number of faculty conduct research projects in conjunction with counterparts abroad. For the 2013-14 academic year, for example, Dr. Lindsay Ellis (Director of the Lake Michigan Writing Project), will be a Scholar-in-Residence at the University of Amsterdam; while in the Netherlands, Dr. Ellis will serve as a consultant to Dutch teachers and university faculty who teach future Dutch teachers. She will also be conducting research with her Dutch colleagues on writing instruction in Dutch K-12 schools.

Engineering professor Dr. Samitha Rhodes will be spending her Winter 2014 sabbatical semester at PCEC partner institution, Zurich University of Applied Sciences, where she and her Swiss counterparts will research and develop biomedical devices as part of joint Engineering projects.

International Human Subjects Research & Export Control

The STEM and other types of research conducted by most GVSU faculty is not of the variety most considered of sensitive (military or national security) or economically critical (e.g., patents) nature. However, some of the technical research is required to be protected by export control measures. GVSU's Office of Research Protection includes questions related to international standards of human or animal research, as well as export control measures in its mandatory online form process (IRBnet). The specific link can be found at <http://www.gvsu.edu/hrrc/irbnet-forms-documents-77.htm>.

Rewarding Internationalization

At present, none of the Colleges require international activities for promotion or tenure. Many faculty do list international activities (including work with study abroad programs, advising international students, creating study abroad advising materials, reviewing course compatibility) as intellectual activity that should be considered in contract renewal, merit/performance pay, promotion, and tenure decisions at the unit and college levels. The importance or acknowledgement of international research and teaching in tenure and promotion decisions varies across units and colleges, and is in no way standardized. There is no uniformity in whether faculty are even asked to identify international or global learning-related efforts in their annual Faculty Activity Reports. The online *Digital Measures* program allows for colleges to mandate a data field, but at present only SCB has such a data field for faculty to view or complete.

Opportunities for Additional Research Collaboration

- More funding for international research collaboration—with international counterparts
- Additional funding for faculty travel to present at international academic conferences. The \$750 amount for travel to conferences outside the USA has not changed in 20 years!
- Connect co-curricular global learning programming with curricular partners and classes
- Showcase high-impact experiences that may increase student interest in studying, interning, working, or researching abroad (e.g., more students returning from abroad making presentations at Student Scholarship Day)

Other Opportunities for Faculty & Staff

- Development of social-professional support network for international faculty (via more formalized IFF or through affinity group parallel to groups supporting faculty of color, etc.)
- A faculty award for campus internationalization and/or for international research activity or prominence
- University-wide data fields for faculty to enter internationalization activities in *Digital Measures* or to include in annual Faculty Activity Reports
- Collect additional data related to faculty and staff, as per the recommendations of the Faculty/Staff Development Committee of the task force—found as Appendix 9

Campus Global Learning Opportunities/Events

At GVSU, most opportunities for students to engage in global learning are program based (i.e., part of the regular mission-oriented programming of particular academic or student service units and organizations). The fact that so many of these co- and extra-curricular events and activities related to global learning is a testament to the fact that GVSU is dedicated to its mission of delivering liberal education.

There is certainly no shortage of co- and extra-curricular opportunities for students, faculty, staff, and the community to learn about other nations and cultures. Some of the programs are connected to curriculum, such as the programs supported by Area Studies. Others are directly connected to student organizations, specifically cultural groups and organizations. The specific events identified in Appendix 2 were from the 2012-13 academic year, and serve as an overview of the range and frequency of global learning events sponsored by various GVSU units and student organizations.

Attendance figures for these events is strong. The total attendance in one academic year was more than 3500 attendees. What is not known is whether the attendees figure represents that number of students, or if a sub-set of the student body attends many global learning events and lectures. The survey of GVSU students revealed that only 4% attend international events on the GVSU campus “to a great extent,” and another 16% attended them “somewhat.”

GVSU Art Gallery & Collections

Providing a rich backdrop for learning, living, and working, the GVSU collections serves as a key instructional element in line with the university’s emphasis on liberal education. The paintings, sculptures, photos, and installations that are intentionally placed throughout every living center, public space, classroom area, and meeting room are there to enhance the learning environment, and reflect aesthetics and cultures from around the world. The Gallery and Collections units mounts many global learning events throughout the year, including efforts to:

1. Regularly acquire art works from many countries reflecting diverse cultures. All continents

are represented in the permanent collection with native indigenous art and contemporary art. Works in the permanent collection include representations from India, China, Korea, Japan, Australia, South Africa, Egypt, Russia, Poland, Hungary, most western European countries, but especially the Netherlands, Mexico, Jamaica, Haiti, Argentina and Chile. These are dispersed throughout the campus and can be found on both the GVSU Art Gallery website and the GVSU Art APP.

2. Acquire important art collection of 200 works on paper by French artists including Toulouse Lautrec, Bonnard and Vuillard.
3. Acquire an important collection of almost 600 works by the Dutch artist, Cyril Lixenberg.
4. Acquire the private collection of more than 500 works by numerous Dutch artists, from the artist Cyril Lixenberg.
5. Organize and present art exhibitions showcasing the work of other nations and cultures. Exhibitions have showcased art from Egyptian, Chinese, Australian Aboriginal, Russian, European, Jamaican, South and Central American, etc.
6. Invite artists from these countries to showcase their art and work with students on art projects, present lectures, and create art work for display at GVSU. When feasible, acquire these works of art for the permanent collection.
7. Host international artists at the GVSU ArtPrize venue at Eberhard on the downtown Pew Campus in Grand Rapids, including artists from the Netherlands, Switzerland, Germany and Argentina.
8. Expand the current GVSU Art App with multiple language components in conjunction with the language departments.

Mary Idema Pew Library & Information Commons

Opened in July 2013, the state-of-the-art MIPLIC facility is already affecting the social and learning environment of the Allendale campus. This campus hub offers many units and organizations opportunities to bring programming to a different venue, to educate in new ways. The Padnos International Center will begin offering weekly study abroad “First Step” informational sessions during weeknight evenings in the MIPLIC. The building’s “Learning Alcove” offers a media screen-centered environment for programming by/for international students as well as on international issues of interest to all GVSU students. Staffing and resources will be the biggest need for support of this programming.

Opportunities for Campus Global Learning Activities/Events

- More efficiently and effectively connect programs and units, particularly between co-curricular events and particular classes

- Showcase high-impact experiences that may increase student interest in studying, interning, working, or researching abroad
- More effective planning and coordination of events and activities to avoid overlap (e.g., on same days or at same time), and maximize visits across several units/groups.
- Additional international education programming in the Mary Idema Pew Library

Global Connections in West Michigan

In accord with GVSU's intentions of serving the region in which it is housed, the institution is involved in many local/global partnerships—which focus on international education through relationships with organizations, communities, and companies based in West Michigan. These include, but are not limited to:

- On Saturday afternoons throughout the year, GVSU's Eberhard Center is teeming with families from the area who bring their children to the Grand Rapids Chinese Language School, which uses EC classrooms for its programming.
- GVSU is a founding member of the World Affairs Council of Western Michigan, and scores of GVSU students participate in the annual "Great Decisions" series in conjunction with a 3-credit PLS course on International Relations.
- The Latin American Studies program fosters close working relationships with several local community organizations, including the Hispanic Center of West Michigan, the "Chiarrascurro" international film series, and more.
- The Padnos College of Engineering and Computing maintains relationships with the local operations of numerous non-US companies, and places many students in those organizations (both in Michigan and in facilities overseas) through cooperative learning arrangements. Two more recent examples are the developing relationships with German-based Viastore, which has a significant West Michigan presence, and the Bosch Corporation—which will be hosting two GVSU Engineering Co-op students for the Fall 2013 term at one of its facilities near Hamburg.
- The Seidman College of Business provides a range of services for local companies—both large and small—by housing Grand Rapids-based trade officers from the U.S. Department of Commerce, and through its Van Andel Global Trade Center.
- Many GVSU faculty and staff are involved in various committee work and activities of the Grand Rapids Sister Cities—with one overseas partnership (the PLS/CLAS relationship with two institutions in Perugia, Italy)—a partnership between universities and Sister City organizations in the two cities.

These are but a sampling of some of the kinds of global connections through which GVSU formally and informally connects to individuals and groups in West Michigan.

Reports from the academic units and colleges reveal extensive international activity by GVSU faculty, many of which involve West Michigan non-profits, foundations, companies, faith groups, and research partners. The list of international activities by faculty and staff in the College of Community and Public Service, for example, runs some 217 pages—too long to even be included as an appendix. Similar lists produced by the College of Education and the College of Liberal Arts & Sciences are comparably long and impressive.

The Van Andel Global Trade Center (VAGTC) was founded in 1999 as an outreach center for the local business community, and provides a range of services and consulting for its member companies and organizations. Specific support ranges from export compliance and licensing assistance to customized training programs. The VAGTC houses the Kent-Ottawa-Muskegon Foreign-Trade Zone, and occasionally organizes foreign trade missions for West Michigan companies and economic leaders. The institution's international education mission is significantly enhanced by the presence of VAGTC, with capacity for additional benefit to students, faculty, and staff. GVSU faculty, especially from the Seidman College of Business, serve as consultants and trainers for VAGTC. Students are welcome to attend the programs VAGTC provides, including cultural presentations, training seminars, and breakfast or luncheon talks (admission at cost). Many GVSU student internships are facilitated through the connections that VAGTC fosters with local employers. VAGTC has co-hosted the Student Global Awareness day and we have averaged for 6 of the past 7 years, with 127 inner city high school students for a day event at GVSU during World Trade Week.

Opportunities for Global Connections in West Michigan

- More efficiently and effectively connect activities, programs, and units across the institution
- Develop priorities for which global partnerships with local organizations are most in line with institutional and internationalization goals.